



# POSITION DESCRIPTION

## LEARNING DIVERSITY TEACHER

### POSITION OBJECTIVES

Reporting to the Head of Educational Support, the Learning Diversity Teacher supports the review and improvement of teaching curriculum for Years 7 to 12.

### KEY RESPONSIBILITIES

#### Leadership and management

- Be responsible for the achievement of the College vision and goals through the development and delivery of high quality learning outcomes for all students
- Embrace and enhance the position of the College as a leading provider of education
- Exercise discretion and confidentiality in regards to information
- Establish and maintain a supportive school environment
- Have a broad knowledge of the life of the College, detailed awareness of individual boys and a willingness to give of oneself rather than simply giving of one's time
- Direct and facilitate teaching staff to document adjustments and record relevant communication.
- Be competent using the College's Learning Management System to record information.
- Work with the Assistant Teaching and Learning VCE to prepare VCAA documentation.
- Help to prepare a wide range of provisions required for assessments.
- Work alongside and with the Director of Teaching and Learning to ensure the highest standards are met and contemporary practice is enacted

#### Learning Diversity

- Design, develop and deliver adjusted curriculum to meet the learning needs of students
- Use your working knowledge of students with additional needs together with the Disability Discrimination Act and the Disability Standards for education to make appropriate learning adjustments for students
- Complete annual Nationally Consistent Collection of Data (NCCD) for students with Disability
- Co-ordinate meetings, record minutes to demonstrate compliance with NCCD
- Create plans and documents
- Facilitate relevant PSG meetings which may include after school hours.

#### Teaching

- Plan, prepare and deliver effective learning and teaching programs that provides students with opportunities to observe, question and investigate
- Establish clear objectives for all lessons and communicate these to students
- Plan and implement an education program that follows curriculum guidelines and engages students and offers a range of learning choices
- Prepare, administer and grade tests and assignments to evaluate students' progress
- Show written evidence of class preparation upon request of immediate supervisors
- Responsible for the care, welfare, academic oversight and guidance of students in their classes
- Observe and evaluate student's performance, behavior, social development and wellbeing. Report concerns to your supervisor and the Psychological team.
- Work closely with other teachers to provide support and ensure a consistent approach to common expectations is maintained

## POSITION OBJECTIVES

Reporting to the Head of Educational Support, the Learning Diversity Teacher supports the review and improvement of teaching curriculum for Years 7 to 12.

## KEY RESPONSIBILITIES

	<ul style="list-style-type: none"><li>• Be prepared to develop a knowledge of each of the students in their care and be prepared to meet with parents or guardians to discuss their children's progress</li><li>• Responsible for the maintenance and good order of College rules within the classroom</li><li>• Be part of a student's pastoral care and be prepared to assist students to develop their potential</li><li>• Instruct and monitor students in the use and care of equipment and materials in order to prevent injuries and damage</li><li>• Ensure College expectations regarding study habits, dress, behavior and respectful relationships are maintained</li><li>• Follow all administration policies governing students including maintaining accurate and complete student records</li></ul>
<b>Relationship management</b>	<ul style="list-style-type: none"><li>• Foster quality relationships with students and staff and parents</li><li>• Use consultative and collaborative approaches to solve problems, make decisions, develop and implement initiatives</li><li>• Participate in Committees as required</li><li>• Provide prompt, accurate and professional responses to students and staff</li></ul>
<b>Child Safety</b>	<ul style="list-style-type: none"><li>• Be familiar with and comply with the College's child-safe policy and code of conduct, and any other policies or procedures relating to child safety</li><li>• Assist in the provision of a child-safe environment for students</li><li>• Demonstrate duty of care to students in relation to their physical and mental wellbeing</li></ul>
<b>Professional Development</b>	<ul style="list-style-type: none"><li>• Commit to ongoing professional development in your area of work</li><li>• Continue development of ICT skills as technologies evolve</li></ul>
<b>General Duties</b>	<ul style="list-style-type: none"><li>• Abide by the St Kevin's College Code of Conduct</li><li>• Co-curricular activity is expected and remunerated. Two co-curricular appointments (sporting/cultural programs) are required each year if full time, pro-rated for part time.</li><li>• Contribute to a healthy and safe work environment for yourself and others and comply with all safe work policies and procedures</li><li>• Attend school meetings, conferences and after school services/assemblies, sporting events, mass, community and faith days as required by the Principal.</li><li>• Be available on call during the term breaks and other 'out of school hours' times for emergency situations that may arise, noting that the beginning and concluding dates for each year is the gazetted date, or as negotiated with the Principal.</li><li>• Other duties as directed by the Principal and Director Teaching and Learning</li><li>• The College reserves the right to alter this position description as required to reflect emerging priorities</li></ul>

## SELECTION CRITERIA

<b>Commitment to Catholic Education</b>	<ul style="list-style-type: none"><li>• Be fully supportive of the Mission, Objectives and Ethos of Catholic education within an Edmund Rice spirituality</li></ul>
<b>Commitment to Child Safety</b>	<ul style="list-style-type: none"><li>• Experience working with children</li><li>• A demonstrated understanding of child safety</li><li>• A demonstrated understanding of appropriate behaviours when engaging with children</li><li>• Be a suitable person to engage in child-connected work</li></ul>

<b>Education and Experience</b>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Experience in Curriculum development at secondary school level</li> <li>• Teacher with 5+ years' experience (must hold VIT registration)</li> <li>• First Aid certificate – level 2</li> <li>• Non-Government Schools Protecting Children-Mandatory reporting and other Obligations Certificate</li> </ul> <p><b>Desirable other:</b></p> <ul style="list-style-type: none"> <li>• Post graduate qualifications</li> </ul>
<b>Skills and Attributes</b>	<ul style="list-style-type: none"> <li>• Ability to work autonomously and as part of a team with the ability to cultivate credibility, respect and honesty</li> <li>• Demonstrated understanding of the Disability Discrimination Act and Disability Standards for education and how to apply these in a school setting</li> <li>• Presents a professional and positive demeanour and is a solution orientated person</li> <li>• Proven ability to work collaboratively and energetically within a dynamic organisation, by being proactive, demonstrating initiative and a willingness to accept responsibility</li> <li>• An ability to motivate and guide students to achieve their personal best.</li> <li>• Experienced with school I.T. platforms</li> <li>• Demonstrated experience with the NCCD process</li> <li>• Demonstrates a respect for and acceptance of difference in students, parents and staff</li> <li>• Well-developed decision making skills</li> <li>• Good oral and written communication skills, including ability to build rapport and communicate with children, parents and the College community</li> <li>• Demonstrated capacity to participate in a range of school activities, e.g. school sports, sacramental programs, liturgies, school camps/excursions</li> <li>• Strong organisational and time management skills, with an ability to prioritise tasks, meet prescribed deadlines, and concurrently manage a number of competing priorities</li> <li>• Ability and willingness to accept policy directives</li> </ul>